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cal and psychical, environment, education, infancy, nursing and modified milk, childhood, the irresponsible age, defectives, the waif, adolescence, mid-day with notes on psychotherapeutics, twilight or old age, and night or death. The work is, on the whole, a wholesome combination of good sentiment and practical applications of modern science to the care of childhood.

The Psychology of Dementia Præcox, by DR. C. C. JUNG. Translated by Drs. Peterson and Brill. The Journal of Nervous and Mental Disease Publishing Co., New York, 1909. 153 p. (Nervous and Mental Disease Monograph Series, No. 3.)

Doctors Peterson and Brill have done a good service in translating these five chapters, which are entitled: a Critical Presentation of Theoretic Views on the Psychology of Dementia Præcox, the Emotional Complex and its General Action on the Psyche, its Influence on Association, its relations to Hysteria, and an Analysis of a Case of Paranoia Dementia as a parody.

Studies in Paranoia, by N. GIERLICH and M. FRIEDMANN. Journal of Nervous and Mental Disease Publishing Co., New York, 1908. 78 p. (Nervous and Mental Disease Monograph Series, No. 2.)

To this work Dr. Gierlich contributes an essay on periodic paranoia and the origin of paranoiac delusions; and Friedmann makes a contribution to the treatment of paranoia.

The Peasantry of Palestine, by ELIHU GRANT. The Pilgrim Press, Boston, 1907. 255 p.

The author lived nearly three years in Ram Allah, a village ten miles north of Jerusalem. The aim of the author has been to write only of matters that came under his personal observation, and to give a systematic description of village peasants, and also to contribute to the subject of Palestinian research and prepare the way for further study in the folk-life of the country. The author's chief object was to know his neighbors thoroughly; and he paid attention to everything, because everything interested him. To turn his journal into a book was an after-thought, but in doing so he has added scriptural references.

Ein Beitrag zur grammatischen Entwicklung der Kindersprache, von I. A. GHEORGOV. Wilhelm Engelmann, Leipzig, 1908. 295 p. (Sammlung von Abhandlungen zur psychologischen Pädagogik, herausgegeben von E. Meumann, II. Band, 3 Heft.)

The author has here brought together his new and interesting but very special studies upon this subject, which it is impossible adequately to describe without great detail.

The Epileptic Voice Sign, by L. PIERCE CLARK and E. W. SCRIPTURE. William Wood & Co., New York, n. d. 10 p.

Wilhelm von Humboldts Sprachphilosophie, von MORITZ SCHEINERT. Wilhelm Engelmann, Leipzig, 1908. 55 p.

Grundriss der Psychologie für Pädagogen, von O. LIPMANN. Leipzig, J. A. Barth, 1909. pp. vi, 100. Price Mk. 2.

This little book, by the co-editor of the *Zeitschrift für angewandte Psychologie*, is intended as a practical aid to teachers, who have not the time to apply themselves to the special text-books of psychology. It thus forms the counterpart of the same author's *Grundriss der Psychologie für Juristen*, which appeared in 1908. Certain theoretical discussions are, indeed, identical in the two works.

The Preface contains a brief selected bibliography of general psychology, child psychology, and experimental pedagogy. The Introduction (1-8) then outlines the relation of pedagogy to psychology and ethics, defines the subject-matter and the method of psychology (laying especial emphasis upon experiment), and indicates the place and character of child-psychology within psychology at large.

The following sections treat of the various departments of psychology, always in the light of educational application. Section I (9-17) deals with certain laws of sensation, contrast, habit, adaptation, color-blindness, etc.; and then passes to ideas, their vividness, and their differences from sensation. Section II (18-35) takes up the intellectual functions: memory-span, association of ideas, illusion and suggestion, imagination, *Aussage* and children's lies, thought and the formation of concepts. Section III (36-48) continues these topics, treating of types of ideation, the laws of memory and of economical learning, the methods of recitation (question, dictation, etc.). Section IV (49-65) brings us to the affective life: sense-feelings, the higher ethical, intellectual and esthetic feelings, the emotions and the passions. Section V (66-76) turns, naturally, to volition, which is regarded as being, like emotion, a complex of intellectual and affective elements. The author here discusses the reflex, impulsive action, voluntary action, choice, character, inhibition; and ends with an essay on the pedagogy of conduct. Section VI (77-92) treats of attention, and the laws of practice and fatigue, bodily and mental. Section VII (93-98) touches briefly on the child's development in intellect, attention and interest, and on differences of native ability, and applies what is known of these matters to the problems of school-organization and of coeducation.

It is astonishing that Dr. Lipmann has been able to cover so wide a range of subjects in so brief a space, and has found room to say the many sensible things he has, on the side of application. The only positive criticism that occurs to the reviewer is that the treatment of attention should have come earlier in the book. It may be added that the work is far too abstract in its psychology for use by the American teacher.

TH. WALTERS.